



IELTS
Ryan Higgins

MOCK TEST 1

Listening

SECTION 1 Questions 1-10

Questions 1-3

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

PALM TRAVEL BOOKING DETAILS	
<i>Example</i>	<i>Answer</i>
Destination country:	<u>Jamaica</u>
Departure city:	<u>London</u>
Departure airport: 1	<u></u>
Arrival city: 2	<u></u>
Arrival airport:	<u>Norman Manley</u>
Arrival Time (local):	<u>11 am</u>
Total hotel nights: 3	<u></u>
Hotel name:	<u>Ocean's Hotel</u>

Questions 4-10

Complete the caller's notes below.

Write **ONE WORD AND/OR NUMBER BELOW** for each answer.

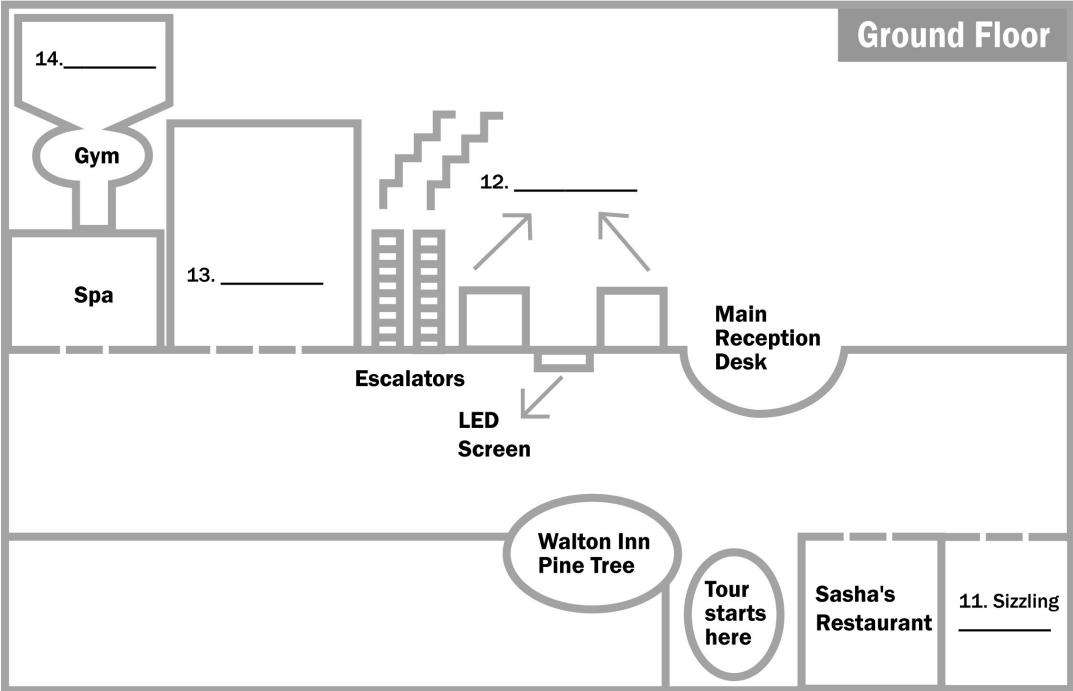
Facilities in the hotel	-pool with swim up bar -5 star restaurants -access to the 4 _____ -Wifi -gym - sauna and steam room -daytrips to Jamaican landmarks (optional)
Breakfast	-5 _____ restaurant(s) covered by the trip fee
Lunch and dinner	-one restaurant(s) covered by the trip fee
Bus tours to other cities	-are not included in the package -may require a separate 6 _____ booking
Kingston day trips	-Devon House Mansion, a landmark that is over 7 _____ years old -Botanical Gardens -Caymanas Park, where visitors can see 8 _____ races -Port Antonio
Jamaican visa processing	-Usually requires more than one week -Can be obtained via a 9 _____ service
Departure date	-10 _____

SECTION 2

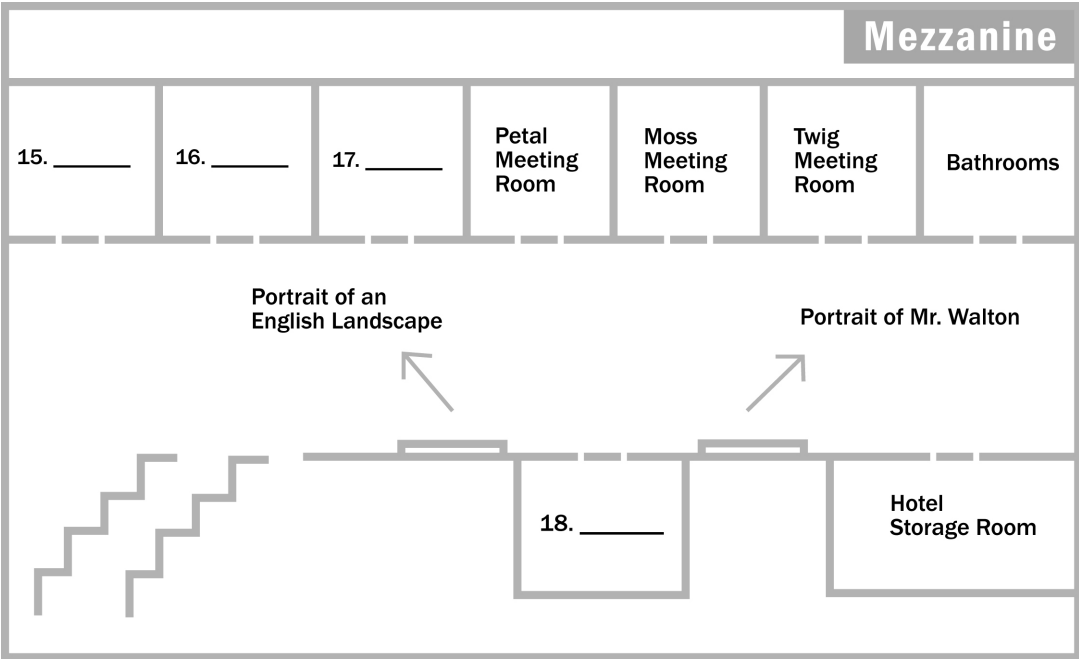
Questions 11-20

Questions 11-14

Write **NO MORE THAN THREE WORDS** for each answer.



Questions 15-18



Questions 19-20

Choose **TWO** letters, **A-F**.

What **TWO** things are the people given at the end of the tour?

- A** gym passes
- B** name tags
- C** staff lift keycards
- D** time cards
- E** Sasha's Restaurant menus
- F** restaurant food samples

19 _____

20 _____

SECTION 3

Questions 21-30

Questions 21-23

Choose **THREE** letters, **A-G**.

Which **THREE** question types do the professors decide to include in the exam?

- A** true/false/not given
- B** written essay
- C** fill in the blanks
- D** multiple choice questions
- E** written paragraph
- F** sentence ordering
- G** diagram labeling

21 _____

22 _____

23 _____

Questions 24-26

Choose **THREE** answers from the box and write the correct letter, **A-F**, next to questions 24-26.

Which grade weighting applies to each section of the exam?

- | |
|---|
| <ul style="list-style-type: none">A 10%B 15%C 20%D 30%E 40%F 50% |
|---|

24 Section 1 ____

25 Section 2 ____

26 Section 3 ____

Questions 27-30

Write **ONE WORD AND/OR NUMBER** for each answer.

27 The professors decide to include _____ essay question(s) on the exam.

28 The professors decide to make each essay _____ words in length.

29 The professors assume the students will spend _____ minutes on Section 3.

30 Professor Kate is going to draw up Section _____ of the exam.

SECTION 4

Questions 31-40

Questions 31-35

Choose the correct letter, **A**, **B**, **C** or **D**.

31 According to the lecture, people often mistakenly think the boomerang

- A** returns to its thrower
- B** is the earliest example of heavier-than-air-flight
- C** was developed exclusively in Australia
- D** is a simple tool

32 The lecturer compares the boomerang to airplane wings because they are both

- A** made of wood and bent in the middle
- B** heavier than air
- C** of similar proportions
- D** rounded on top and flat on bottom

33 Returning boomerangs fly on an axis that is perpendicular to

- A** the thrower
- B** the direction of the wind
- C** its flat edge
- D** its round edge

34 Non-returning boomerangs are thought to have been

- A** heavier than returning boomerangs
- B** used for sport
- C** made to return to their throwers
- D** made before returning boomerangs

35 The lecturer makes it clear that returning boomerangs

- A** operate the same as non-returning boomerangs
- B** were less functional than non-returning boomerangs
- C** are indigenous to Australia
- D** are slightly smaller than non-returning boomerangs

Questions 36-40

Write **ONE WORD** for each answer.

The Boomerang

The boomerang is a fascinating tool that traces its origins back many **36** _____.

Boomerangs were even found in the **37** _____ of King Tutankhamen.

Many historians feel boomerang use continued in Australia several centuries longer than the rest of the world because of Australia's **38** _____.

British **39** _____ documented the use of boomerangs among the Aborigines.

Australia's **40** _____ also encouraged use of the tool to spread.

Answers:

- | | |
|-----------------------------|---------------|
| 1. Heathrow | 21. B |
| 2. Kingston | 22. D |
| 3. five | 23. F |
| 4. beach | 24. C |
| 5. zero | 25. D |
| 6. hotel | 26. F |
| 7. 100 | 27. two |
| 8. horse | 28. 250 |
| 9. rush | 29. 90 |
| 10. August 20 th | 30. 1 |
| 11. Grill | 31. C |
| 12. guest lifts | 32. D |
| 13. main dining hall | 33. A |
| 14. pool | 34. D |
| 15. Flora Meeting Room | 35. B |
| 16. Bark Meeting Room | 36. millennia |
| 17. Mr. Walton's Study | 37. tomb |
| 18. staff lift | 38. isolation |
| 19. C | 39. settlers |
| 20. F | 40. terrain |

Band score calculator:

Band score	9	8.5	8	7.5	7	6.5	6	5.5
Score / 40	39-40	37-38	35-36	32-34	30-31	26-29	23-25	18-22

5	4.5	4	3.5	3	2.5
16-17	13-15	10-12	8-10	6-7	4-5

SECTION 1

Audio Script

Agent: Hello. Palm Travel.

Customer: Hello, I am calling to enquire about one of your package deals.

Agent: OK and which deal would that be?

Customer: Well, your pamphlet says you are offering all-inclusive trip to Jamaica for just shy of seventeen hundred pounds.

Agent: Right.

Customer: Could you clarify for me what exactly you mean by 'all-inclusive'?

Agent: Right. Well, the package includes return airfare from London Heathrow Airport to Norman Manley International Airport—

Customer: Norman Manley International Airport ... is that in Montego Bay?

Agent: No, that's right in the capital, Kingston.

Customer: I see.

Agent: You'll arrive 11 am local time and spend 5 nights at the Ocean's Hotel in Kingston. All of this is included in the package fee, of course. Lunch and dinner will be provided. Ocean's Hotel has a beautiful pool with a swim up bar, several 5 star restaurants, beach access, Wi-Fi, a gym with both a sauna and a steam room and optional day trips to several Jamaican landmarks.

Customer: ...and all of this is included in the package price?

Agent: No, let me clarify. When I said you will be provided lunch and dinner as part of your package deal that does *not* apply to all restaurants within the hotel, only the hotel's Tropical Grill.

Customer: So that means if I go to the other restaurants I would have to pay?

Agent: Yes, anything except Tropical Grill. Also, please note that you would need to fend for yourself at breakfast time.

Customer: What do most travelers do for breakfast?

Agent: The Ocean's Hotel is only a short walking distance from an international food court. I suspect most travelers do breakfast there.

Customer: I see.

Agent: Our package provides travelers with optional day trips to landmarks within Kingston.

Customer: Hmm, I was hoping to visit Montego Bay during my stay.

Agent: Bus tours to neighbouring cities are available, but these wouldn't be included in the package fee. And ... regarding Montego Bay, I believe you would not be able to visit and return to Kingston within a single day.

Customer: Really? Why is that?

Agent: Well, the bus ride itself is maybe 5 hours or so, give or take.

Customer: I see. So visiting Montego Bay would require—

Agent: —an extra hotel booking, which the holiday package deal would not cover.

Customer: OK, scratch that. So the day trips into Kingston: what can I expect?

Agent: The day trips are to locations like the Devon House mansion, which is a beautiful historical landmark dating back over a hundred years. The Botanical Gardens, Caymanas horseracing park and Port Antonio are other areas you will be able to visit. Kingston is brimming with historically interesting locations.

Customer: It sounds wonderful.

Agent: So should I book this package for you?

Customer: Sure. Let's go for it.

Agent: OK and will you be travelling alone?

Customer: Yes, it will just be me.

Agent: And when would you like to leave?

Customer: Next week, if possible. If I could depart, say, August 20th or 21st that would be ideal.

Agent: Hmm, the only issue is that you will need to obtain a Jamaican visa prior to leaving. I'm not sure you'd be able to do that within only a week's time. Is your travel time flexible?

Customer: Unfortunately not. I only have a week away from my responsibilities with work.

Agent: Well, we may be able to help. If you can come in today and leave your passport with me, I can get you to fill out the necessary forms and have my assistant run everything over to the Jamaican Embassy. They do have a rush service for visa issuing, but it is a little more expensive than the normal process.

Customer: OK, that sounds alright.

Agent: I'm going to go ahead and book you on an August 20th flight to ensure your spot is reserved.

Customer: Great.

Agent: When can you come by my office?

Customer: I can be there within the hour.

Agent: OK and how will you be settling with us?

Customer: I'll put it on my credit card. Perhaps we can arrange all this when I see you.

Agent: That's sounds fine. See you shortly.

Customer: Bye.

SECTION 2

Audio Script

Hotel Manager: Right then. If everyone's ready let's get started. At the moment we are facing the main reception desk where most of you will be working. To our right you can see the Sasha restaurant and further down the hall you'll see The Sizzling Grill. We try to encourage guests to eat in-house whenever possible. And after this tour, we'll let you all try a small dish at both restaurants so that you will feel more confident referring guests there.

Let's turn left and walk down the hall. The first thing you will see is the Walton Inn Pine Tree. This tree was planted by Mr. Walton on the day he opened this hotel, which makes this tree more than 50 years old. On our right, you will see the main guest lifts. Between the lifts is an LED screen where we welcome special visitors to the hotel and display the day's weather. Some of you may have heard that Sting stayed with us last year during the final leg of his UK tour. As a welcoming gesture upon his arrival, we played his music in the main hall and displayed photos of his more memorable shows on this screen.

OK, let's continue down the hall. Next to the guest lifts are escalators that will take you to the mezzanine. Up there you will find Mr. Walton's study and several meeting rooms. But before we head up there let's walk further along the hall.

Here, we see large doors on our right leading to the main dining hall. Walton Inn hosts an average of 35 weddings during the summer months, so I imagine that many of you will be spending rather a lot of time behind these doors. Next to the dining hall you will find the spa. The gym and pool area can be accessed by walking through the spa, but please note that we do not permit children into the gym area under any circumstance unless they are going to the pool with an adult.

OK, let's backtrack to the escalators and we'll go up to the mezzanine. Our clientele is predominantly business travelers, and thus we have no fewer than 5 bookable meeting rooms. Keeping with our nature theme, we've given these rooms 'earthy' names. From the left, they are Flora, Bark, Petal, Moss and Twig. Oh, I'm sorry. I'm mistaken. Mr. Walton's study is the third door from the left. But, yes, the meeting rooms around the study are Flora, Bark, Petal, Moss and Twig. And as Mr. Walton is no longer with us, we now make his study available to guests as a personal workplace.

Right. Opposite these six rooms, you will find a staff lift. At the end of today's tour you will be given keycards that will allow you to access this lift. And to the left of this lift is a portrait of Mr. Walton himself.

Well that about finishes the tour. If there are no questions, let's go downstairs and head to Sasha's for a few samplers.

SECTION 3

Audio Script

Younger Professor: Franklin, would now be a good time to talk about next month's final exam?

Older Professor: Hi Katie. Yes, sure. Please come in.

YP: I thought we could brainstorm exam structures a bit. I feel we should include at least one analytical writing assignment to challenge our students' ability to think critically about what they studied.

OP: Great, an essay question would give them an opportunity to demonstrate what they know, too. But could we make this the last section on the exam? Perhaps we could start with a question type that would test the students' knowledge of raw facts. The First and Second World Wars are topics particularly heavy on dates, numbers, names and places...

YP: Yes, good point. But I want to avoid the true/false/not given question type thing this time around. It made up a significant portion of our midterm four months ago. It might be worth trying something different this time.

OP: That's true, but it is such an effective way of pinpointing which students have been completing their take home readings and which have not.

YP: Would multiple choice questions be equally effective?

OP: Hmm, yes. I suppose they would, and like the true/false/not Given question types, they would be fairly easy to grade.

YP: OK, so should we say that the multiple choice questions will make up 20 of the total 100 marks on the exam?

OP: That sounds alright. Could you be responsible for pulling those questions together?

YP: Yes, sure. Now when you and I last talked, you iterated a desire to test the students' ability to organize large blocks of information. What about making Section 2 of the exam a question where the students must create a chronologically accurate paragraph out of disorganized sentences?

OP: Oh, terrific! Hey, what about doing **two** separate paragraphs explaining precursors to each World War?

YP: Those would be some pretty broad paragraphs, but I suppose it could be done. We could have the students write numbers next to each sentence indicating its position in a chronologically accurate paragraph.

OP: That sounds alright. OK, leave those two paragraphs to me. I'll draw them up this afternoon. Should we award ten marks to each?

YP: How about 15 each? The final essay question could make up the remainder of the examination's mark.

OP: OK, now about that final section of the exam, I was thinking that perhaps we could have students complete two short essays instead of one long essay, so one for World War I and one for World War II.

YP: What essay questions were you thinking?

OP: The first essay question could be something about wartime strategy like: *Why do you feel trench warfare dominated so much of the First World War?* or *How did trench warfare affect the duration of the war?*

YP: OK and the second?

OP: I was thinking we could tie critical thinking into this question. What about something like: *Choose a strategic error made by the Axis powers during World War II and explain how this helped the Allies.*

YP: Oh, that will be challenging!

OP: Yes! We'll have to tell the students to study hard.

YP: How about word count? 500 for the two essays?

OP: That sounds about right.

YP: OK, so let me recap what I've noted here: Section 1 - multiple choice questions, Section 2 – sentence ordering and Section 3 - two essays at 250 words each. Altogether the exam makes up 100 marks. The students will have two hours for the exam, which should be ample time.

OP: I would imagine so. I just hope having two essays aren't too much.

YP: It should be alright. I don't think Section 1 and 2 will take well prepared students more than about 30 minutes.

OP: Alright, let's go with it. So you're handling Section 1. I'll handle sections 2 and 3.

YP: Great. Should we meet this time tomorrow to compile what we have?

OP: Yes, that sounds fine. Thanks, Kate.

YP: OK, Franklin. Until tomorrow then.

SECTION 4

Audio Script

Lecturer: From the outset of civilization, humans have used their ingenuity to simplify their lives through the development of tools. It's remarkable how many identical tools were developed independently in completely different parts of the world. The spear or the bow and arrow, for example, the ax, the knife, the bucket, rope – all of these are tools that can be found on any continent where early human populations existed, despite the fact that these early populations never encountered each other.

But did you know that the boomerang is one such tool? Perhaps you thought the boomerang was, and always had been, from Australia. Well you may be surprised to know that the boomerang was developed independently in several parts of the world. Before I explain, let's first define what a boomerang actually is.

In its most traditional form, a boomerang is a one to two foot long tool that's often made of wood. It has a bend in the middle, which makes the boomerang look a little like a pair of airplane wings. In fact, 'airplane wings' are a good analogy to make when describing a boomerang. If you were to look closely at a boomerang, you would see that the bottoms of the wings are flat, while the tops of the wings are rounded. This is again very similar to the wings of an airplane. This design is what gives the boomerang lift and allows it to stay aloft longer than a simple throwing stick, such as a spear. It's also the reason why the boomerang returns to the thrower.

When a boomerang is thrown, it flies on an axis perpendicular to where its been thrown from. What this means is that if the boomerang is thrown correctly, it should return to its thrower. Boomerangs capable of doing this are known as 'returning-boomerangs'. Non-returning boomerangs, as you can probably guess, do not come back to their throwers because they lack a rounded side. Both sides of this type of boomerang are flat. With its simpler design, anthropologists believe that this boomerang to have been developed well before the returning boomerang.

Although commonly believed that the returning boomerang was used for hunting, this has been proven untrue. It is more likely the returning boomerang has always been used for fun or sport. It's the non-returning boomerang that was used for hunting purposes. I'll touch on hunting uses in a second. First, let's talk about history.

Boomerang use itself goes way back and has its roots in some surprising places. From 30,000 years ago in southern Poland, to the boomerangs found lining King Tutankhamen's tomb, to British documentation of boomerang use among Australia's Aborigines in the 1800s, the boomerang has a long history. So an obvious question is *why* the boomerang has become so uniquely associated with Australia when it has so much history in other places.

Well, most anthropologists today agree that Australia's geographic isolation is a major cause. When British settlers started arriving in Australia, they found people using a

tool that had not been used in other parts of the world for many centuries. Thus, the boomerang was, in a way, *reborn* ... and its new home was seen as Australia.

Now, let's return to the subject of hunting. Boomerangs are much more effective hunting tools in open, arid landscapes than they are in foliage-dense environments. With large stretches of dry, flat desert, it is no wonder an effective tool like the boomerang spread across Australia. This widespread use of the tool is not matched anywhere else in the world, and it is thought that this is because it best matches Australian terrain.

OK, if there aren't any questions, I would like to talk about how a boomerang is made...